

**ARLINGTON PUBLIC SCHOOLS**

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

***Arlington School Committee  
Standing Subcommittee: Policies and Procedures  
Tuesday, March 14, 2017  
5:30 PM***

*Arlington High School  
School Committee Room  
869 Mass Avenue, 6th Floor  
Arlington, MA 02476*

*Open Meeting*

*Public Participation*

*Policy: Review and determine any changes that are necessary in the following Policies: BDFA, BDFA-E1, BDFA-E2, CBI, CBI-E*

- *BDFA,*
- *BDFA-E1*
- *BDFA-E2*
- *CBI*
- *CBI-E*

*Policy: Review and present current and new KDBA for First Read*

- *This is an update to comply with the current law on records requests*

*Policy: Update by Superintendent on Student Activity Fee*

*New/Old Business*

*Date for next meeting*

*Adjournment*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by Bill Hayner, Chair*



## Town of Arlington, Massachusetts

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**Policy:** Review and determine any changes that are necessary in the following Policies: BDFA, BDFA-E1, BDFA-E2, CBI, CBI-E

**Summary:**

- BDFA,
- BDFA-E1
- BDFA-E2
- CBI
- CBI-E

**ATTACHMENTS:**

Type	File Name	Description
▢ Policy	bdfa_School_Councils_3_14_2017.pdf	BDFA School Councils
▢ Policy	bdfa-e-1_School_Improvement_Plan_3_14_2017.pdf	BDFA-1 School Improvement Plan
▢ Policy	bdfa-e-2_District_Wide_Goal_Setting_and_Performance__Process_3_14_2017.pdf	BDFA-2 District Wide Goal Setting and Performance objective Process
▢ Policy	cbi_Evaluation_of_Superintendent_3_14_2017.pdf	CBI Supt Eval Policy
▢ Policy	cbi-e_Superintendent_s_Performance_Goals_3_14_2017.pdf	CBI-E Supt

## SCHOOL COUNCILS

This policy is designed to insure the consistent implementation throughout the Arlington Public Schools of provisions of Massachusetts General Law 71:59C which requires the establishment of School Councils in each of the public schools in the Commonwealth of Massachusetts. The Superintendent and the Principals shall be responsible for familiarizing themselves and ensuring full compliance with MGL 71:59C.

At each school there shall be a School Council composed in accordance with MGL 71:59C, and elected as required therein. The School Committee encourages schools to hold School Council elections prior to the end of each school year in June. School Councils should be broadly representative of the racial and ethnic diversity of the school building and community. School Councils are considered municipal agencies and their members are considered municipal employees for purposes of the conflict of interest law. (MGL 268A)

The school Principal shall co-chair the council, and will be responsible for convening the first meeting no later than forty days after the first day of school, at which meeting a co-chairman shall be selected.

The School Council shall meet regularly during the school year. Meetings of the School Council shall be subject to the provisions of MGL 39:23A through C, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, on the official Town bulletin board outside the Town Clerk's office, and that minutes of the meeting shall be maintained as required. Each council is encouraged to set its calendar of regular meetings for the year at its first meeting of the school year, and to post these meetings on the District website and/or their own school website in addition to the posting required by Massachusetts law. Where circumstances warrant, the council may choose to call additional meetings. The scope of the school council does not require, and therefore does not qualify for, executive session.

The School Council shall assist in the identification of the educational needs of the students attending the school, shall assist in the review of the annual school budget and in the formulation of a school improvement plan.

The School Council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law.

At least once per year, the School Committee shall facilitate the provision of training for all interested School Council members, said training to be provided by the Massachusetts Association of School Committees or a comparable training provider.

LEGAL REFS.: M.G.L. 39:23A-C; 71:59C; 268A

**Approved by Arlington School Committee, January 12, 2012**

## **SCHOOL IMPROVEMENT PLAN**

The Principal of each school, in consultation with the School Council, shall on an annual basis, in conformity with the provisions of MGL 69:1I, develop and submit for approval by the Superintendent a school improvement plan. Said plan shall be prepared in a manner and form prescribed by the department of education and shall conform to the appropriate policies and practices of the Arlington Public Schools.

The plan should be drafted with the following in mind:

1. Support of and tight integration with the approved district goals.
2. The educational goals for the school consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Education and by the School Committee consistent with district goals.
3. An assessment of the needs of the school consistent with district goals.
4. The means to address student performance consistent with district goals.

School improvement plans shall be submitted to the Superintendent by July 1 of each year for approval, as required by MGL 69:1I. Approved plans will be received by the School Committee by November 30<sup>th</sup> of each year.

LEGAL REFS:        M.G.L. 69:1I

**Revised and Approved by School Committee:    January 8, 2008**

**DISTRICT-WIDE GOAL SETTING AND PERFORMANCE OBJECTIVE PROCESS**

The Arlington Public Schools shall engage in a district-wide goal setting process that is consistent with the Educator Evaluation process developed by the Massachusetts Department of Elementary and Secondary Education (DESE). The Superintendent shall lead the district's goal setting process with input from faculty, staff, parents, and the School Committee.

By May 15<sup>th</sup> of each year, the Superintendent shall submit district goals for the ensuing fiscal year (July 1 through June 30) to the School Committee for its approval.

**Adopted: June 22, 2004**

**Revised and approved October 9, 2007 (September 12, 2013 )**

CROSS REFS.: CBI

## EVALUATION OF THE SUPERINTENDENT

The School Committee is responsible for the evaluation of the Superintendent.

The Superintendent's performance evaluation is incorporated into the District-wide goal setting and performance objective process described elsewhere in this policy manual. The annual evaluation cycle for the Superintendent shall be from July 1<sup>st</sup> through June 30<sup>th</sup>, with the following critical dates:

- By September 30<sup>th</sup> each year, the Superintendent shall present evidence of the progress made on the previous year's approved goals, including standards, indicators and elements the School Committee and Superintendent agreed to evaluate.
- By the second School Committee meeting in October each year, School Committee members shall complete in writing and present to the chairperson an End-of-Cycle Summative Evaluation Report on the Superintendent for the previous fiscal year (July 1 through June 30).
- At the first School Committee meeting in November, the School Committee shall, in open session, evaluate the Superintendent as specified below.
- By March 31<sup>st</sup> each year, the Superintendent shall present an interim report on the progress made on the goals agreed to the previous June.
- By May 15<sup>th</sup> each year, the School Committee shall approve the district's yearly goals for the upcoming fiscal year (July 1 through June 30).
- By June 30<sup>th</sup> each year, the Superintendent shall present his or her yearly goals to the School Committee for approval for the new fiscal year (July 1 through June 30), and the School Committee and the Superintendent shall agree by which standards, indicators and elements of the Model Rubric for Superintendents shall be measured for the next fiscal year.

At the first meeting in November each year, the School Committee shall conduct a formal evaluation in open session of the Superintendent. Each committee member will be invited to speak to each section of the evaluation instrument. The Chair has the discretion to institute a time limit for Committee members' remarks. At this meeting, the chair shall read and enter into the record a written End-of-Cycle Summative Evaluation Report, using the instrument developed by the state Department of Elementary and Secondary Education (DESE) that reflects the written evaluations of each member.

In addition to the written End-of-Cycle Summative Evaluation Report that each member must complete by the second meeting in October, any notes or written materials read or referred to in the public evaluation shall become part of the public record.

Committee members are urged to carefully consider the criteria and factors in the evaluation tool and to provide honest, objective feedback that is free of politics and personal agendas.

**Approved and Revised: June 28, 2011 (September 12, 2013 )**



# Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Name

Signature

Date

## Step 1: Assess Progress Toward Goals (*Complete page 3 first; circle one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

## Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each standard.*)

### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# End-of-Cycle Summative Evaluation Report: Superintendent



**Step 3: Rate Overall Summative Performance** (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

**Step 4: Rate Impact on Student Learning** (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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## Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

**Comments:**

# Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Superintendent's Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard I**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback

- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard II: Management and Operations



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard II</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback   | <input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials              |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback   | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> External reviews and audits                            |   |   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |   |   |

# Superintendent's Performance Rating for Standard III: Family and Community Engagement

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard III</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report   | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports                       | <input type="checkbox"/> Relevant school committee presentations and minutes                  |
| <input type="checkbox"/> Evidence of community support and/or engagement   | <input type="checkbox"/> Community organization membership/participation/contributions      | <input type="checkbox"/> Other: _____   |

# Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard IV**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district wide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders
- ☐ School visit protocol and sample follow-up reports

- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals
- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials

- ☐ Analysis of staff feedback
- ☐ Other: \_\_\_\_\_







## Town of Arlington, Massachusetts

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### Policy: Review and present current and new KDBA for First Read

#### Summary:

- This is an update to comply with the current law on records requests

#### ATTACHMENTS:

Type	File Name	Description
▢ Policy	Current_kdba.pdf	KDBA Current Public Request
▢ Policy	Revised_Public_Records_Policies__KDBA_and_KDBA_E_3_13_2017.docx	Revised KDBAPublic Records Polic

# **File KDBA**

## **Public Request for Documents**

Any request for documents made by the public must be done through the Document Custodian: Custodian means the governmental officer or employee who in the normal course of his or her duties has access to or control of public records. 950 CMR 32.00.

The Document Custodian for all matters concerning the School Committee shall be the School Committee Secretary.

The Document Custodian for all other matters concerning the Arlington Public Schools shall be the Superintendent and/or his/her designee.

1. When a request is made, the Document Custodian will determine the total cost of obtaining the document(s).
2. The Document Custodian will contact the person requesting the document(s) and inform them if there is a cost of retrieving and copying them.
3. If the person wants the documents, then arrangements will be made for payment and delivery.
4. No request for documents or records will be granted if they are deemed confidential under the law.

**Cross References: KDBA-E, Massachusetts Public Records Law: MGL Chapter 66, Section 10**

Revised and approved by Arlington School Committee March 1, 2012

Requests for public records must be made to the School's Records Access Officer ("RAO") or to a Document Custodian.

The RAO for all matters concerning the Arlington Public Schools shall be the Arlington Public Schools Human Resources Officer. Contact information for the RAO is available on the school website at <http://www.arlington.k12.ma.us/hr/>. A document custodian is a school employee who makes or receives public records. Requests made to a document custodian may be referred to the RAO.

To the extent possible, persons requesting records should try to include a reasonable description of the requested records to assist the RAO with identifying the requested records.

The RAO will provide the person making the request with the requested record(s) or a detailed, written, good faith estimate of the cost, if any, of complying with the request.

The RAO will then arrange to have the person making the request pay the estimated fee, if any, before commencing the work necessary to provide the records responsive to the request.

Once payment is received, the RAO will arrange for the delivery of the requested non-exempt public records within the timeframes provided by the Massachusetts Public Records Law.

Unless notified to the contrary, the RAO will presume that a person seeking access to public records prefers to receive electronic copies of the records sought.

Cross References: KDBA-E; Massachusetts Public Records Law (M.G.L. c. 4 § 7(26); M.G.L. c. 66 §§ 6A, 10, 10A; and 950 CMR 32.00).

Revised and Approved by Arlington School Committee [DATE].

Requests for public records may be made orally or in writing to the Records Access Officer (“RAO”) or to other document custodians. Although the Public Records Law does not require that any particular format be used to make a public records request, it is recommended that your request contain the following information:

Date of Request

If by hand or by mail:

Human Resources Officer  
Arlington Public Schools  
869 Massachusetts Avenue, [6th Floor]  
Arlington, MA 02476

If by email:

Robert Spiegel  
Human Resources Officer  
Arlington Public Schools  
rspiegel@arlington.k12.ma.us

Re: Massachusetts Public Records Request

Dear \_\_\_\_\_:

This is a request under the Massachusetts Public Records Law. I am requesting that I be provided a copy of the following records:

[Please include a reasonably detailed description of the records you are seeking. A detailed description facilitates the prompt identification and location of the requested records.]

[If you would prefer not to receive the requested records in electronic format, please specify your preferred format.]

I understand that I will be required to pay the estimated cost, if there is any, of complying with this request before I receive the requested records.

Sincerely,

Your Name  
Your Address  
City, State, Zip Code  
E-mail Address  
Telephone Number

Revised and Approved by Arlington School Committee [DATE].

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